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ABSTRACT

The findings reported here are from a survey designed to determine the attitudes and perceptions of a selected population of policy leaders toward community education throughout Florida. The survey instrument was distributed to city and county commissioners, mayors, legislators, school superintendents, school board members, and Parent Teacher Association (PTA) officials. Responses were received from 330 of the 1470 persons in the sample. The findings indicate support for the goals of community education. More specifically, 64 percent agreed or strongly agreed that the mission of the schools is not limited to serving the needs of youth but should reflect service to the entire community. Over 75 percent were in favor of expanding the programs available to include leisure, vocational, and educational classes for adults and to offer more activities for youth. Seventy-six percent felt that school facilities ought to be available to the community for expanding accessibility and availability of services. The strongest support indicated by respondents (85 percent) was for community participation in the design and implementation of programs and activities. Finally, interagency coordination was supported by 70 percent of the respondents. (Author/MIF)

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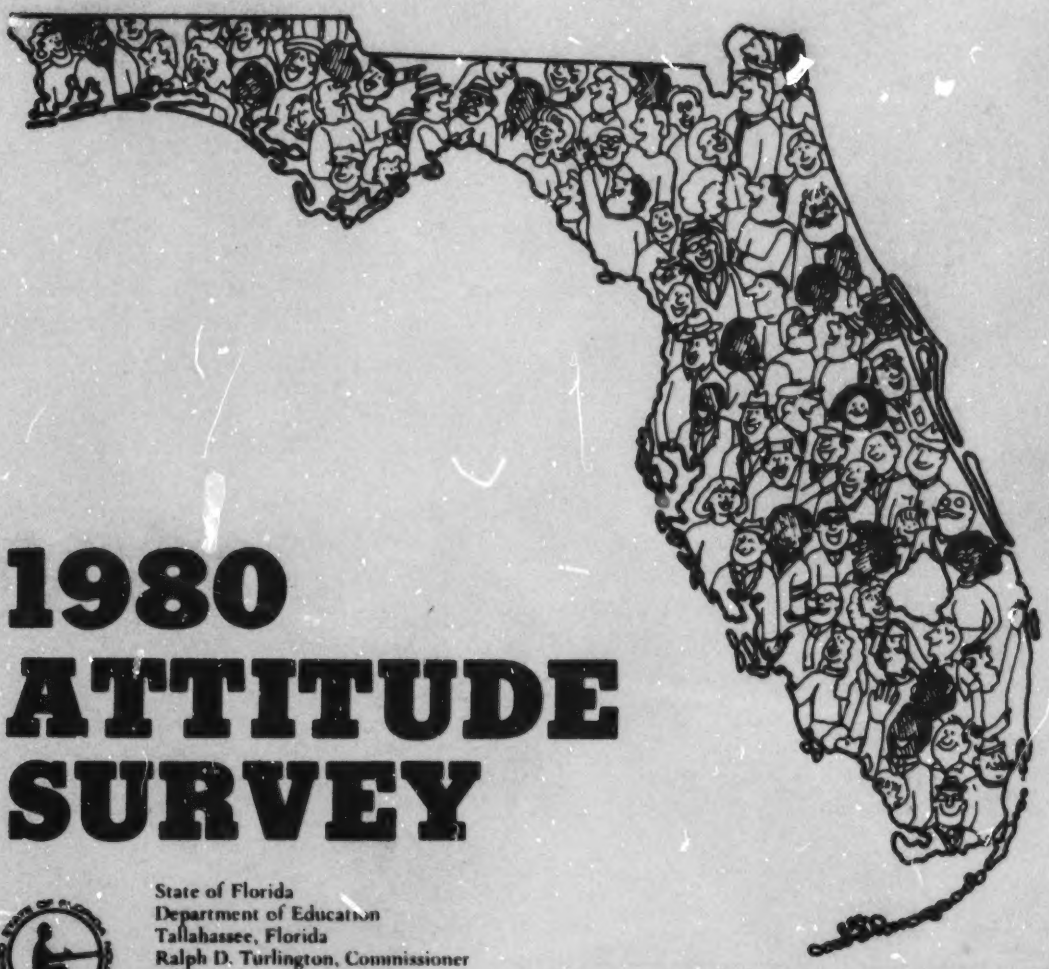

1980 ATTITUDE SURVEY

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal
opportunity employer

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TABLE OF CONTENTS

	Page
Acknowledgements	i
Letter to the Commissioner	ii
Abstract of the Community Education Survey Report	1
Purpose of the Study	2
Design of the Study	4
Findings of the Survey	6
Recommendations	11
Appendices	12

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The members of the Florida State Advisory Council on Adult and Community Education are indebted to those individuals who responded to the survey on which this report is based.

The efforts of the Council were enhanced by the assistance and support of the following individuals who were instrumental in the design of the survey and the development of this publication:

Ms. Yvonne Burkholz	Liason with State Advisory Council on Adult and Community Education
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Ms. Coral Turner	Typist and editor

Also, the Florida State Advisory Council on Adult and Community Education wishes to acknowledge the support given to its individual members by their respective institutions and agencies.

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

June 13, 1980

Mr. Ralph D. Turlington
Commissioner of Education
The Capitol Building
Tallahassee, Florida 32301

Dear Commissioner:

As the Chairperson of the State Advisory Council for Adult and Community Education, it is my pleasure to submit to you for your consideration the attached, "Florida Community Education Attitude Survey."

In general, the surveyed community leaders indicated positive attitudes and perceptions concerning local community education endeavors. Also, they tended to support the goals of community education.

It is hoped the results of this report will provide valuable information to be used in planning as we advance the community education concept in Florida during the 1980's.

I will be pleased to discuss this report with you at your convenience.

Sincerely,

Yvonne Burkholz

Yvonne Burkholz, Chairperson
State Advisory Council for Adult and
Community Education

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ABSTRACT

In the summer of 1979 the Florida State Advisory Council on Adult and Community Education voted to seek authorization to undertake a statewide study to determine the attitudes and perceptions of policy leaders toward community education. The study was implemented in cooperation with the Florida State Department of Education, Adult and Community Education Section.

The findings indicate that those who responded to the survey questionnaire generally support the goals of community education. More specifically, 64.4 percent of 330 respondents agreed or strongly agreed that the mission of the schools is not limited to serving only the needs of youth but should reflect service to the entire community. Over 75 percent were in favor of expanding the programs available to include leisure, vocational and educational classes for adults and to offer more activities for youth. Seventy-six percent felt that school facilities ought to be available to the community for expanding accessibility and availability of services. The strongest support indicated by respondents (85.3 percent) was for community participation in the design and implementation of programs and activities. Finally, interagency coordination was supported by 70.1 percent of the respondents.

The Advisory Council further wished to determine the relationship between respondents' levels of information about community education and their attitudes. Selected survey items asked respondents to identify the level at which their schools were meeting the needs of youth, adults and the community in general. Respondents were also asked to indicate their level of knowledge about community education. Responses to these items were correlated with respondents' attitudes. Although both attitudes toward and knowledge about community education were high, no strong relationship was shown between these two variables.

Related to this was a desire to determine whether these attitudes and perceptions toward community education differed significantly according to selected demographic and personal characteristics, including sex, age, position, years in position, formal education, type of constituency, and region. Results showed that the formal education level of respondents was most highly correlated with their attitudes toward community education.

The recommendations presented in this report are based upon conclusions reached by the Advisory Council at the culmination of the study. These recommendations will be considered by the Council in focusing efforts toward expanding the scope and awareness of community education throughout the State of Florida.

PURPOSE

As defined in the Florida Community Education Act (Section 228.071, Florida Statutes), community education means:

> "The process in which a school or other public or available facility is utilized as a community center operated in conjunction with educational, recreational, social, civic, cultural, health and other public, private, and governmental organizations and agencies to provide educational, recreational, social, health, and community services for persons of all ages in the community in accordance with the needs, interests and concerns of that community. Community education includes, but is not limited to, maximum utilization of human, physical, and financial resources of a community in providing learning experiences and services for community members of all ages, systematic involvement of representative community members in the identification of needs and community involvement in suggesting or implementing organizational structures to meet these identified needs, and inter-agency coordination and cooperation."

At both the state level and the local school district level there are close ties between community education and adult education. In Florida, community and adult education enhance each other's mission and exhibit a high degree of coordination. The third partner in this cooperative endeavor is the public school system which provides leadership, facilities, structure and support. In this arrangement each group benefits, thrives, and more efficiently meets the needs of Florida's citizens.

Community education is a dynamic and expanding process throughout the state. In order to strengthen and support this momentum, it is important to develop and maintain a cooperative working relationship with local policy makers and opinion leaders. In addition, it is necessary to understand and build upon their attitudes and perceptions in encouraging them to help forge effective community education programs in their communities.

Accordingly, a survey was undertaken by the Florida State Advisory Council on Adult and Community Education in conjunction with the Florida Department of Education, Adult and Community Education Section. The purpose of the survey was to measure the attitudes and perceptions of policy leaders who influence community education throughout the state. For the most part, these persons included city and county commissioners, mayors, legislators, school superintendents, school board members, and PTA officials.

The purpose of the survey was three-fold:

(1) to determine respondents' attitudes toward and information about various dimensions of community education;

(2) to determine if any relationship exists between respondents' levels of knowledge about community education and their attitudes;

(3) to determine if any information and attitude differences exist among various types of policy leaders (city and county commissioners, mayors, legislators, school superintendents, school board members and PTA officials.)

The survey instrument was organized into three sections. Each section addressed a specific area of interest:

1. To what extent should public schools assume community education functions?

2. To what extent are public schools assuming community education functions?

3. What level of knowledge do respondents have about community education?

4. What are the demographic and personal characteristics of the respondents?

DESIGN

This survey was designed to determine the attitudes and perceptions of a selected population of policy leaders toward community education throughout the state of Florida. Particular concern was given to the selection of the sample in order to tap perceptions with respect to commonly accepted dimensions of community education.

The instrument was distributed to: city and county commissioners, mayors, legislators, school superintendents, school board members and PTA officials. A copy of the instrument is attached as Appendix A.

The survey instrument used was modeled after a similar study conducted by the Virginia Community Education Advisory Council, incorporating several modifications suggested by the team which designed the Florida survey. This team consisted of members of the State Advisory Council on Adult and Community Education, staff members of the Department of Education including the Adult and Community Education Section and the Management Information Services Section.

In late August and early September, 1979, 1,470 copies of the instrument were distributed with the cooperation and assistance of a number of organizations. Mailing lists were provided by the Florida League of Cities, the Association of County Commissioners, the School Board Association, and the Department of Education. The Florida Congress of Parents and Teachers (PTA) handled the distribution of the survey to their leaders included in the study.

During this same period, a similar survey was being conducted in the Northwest region of Florida by an individual conducting doctoral research. The samples were adjusted to avoid a duplicate mailing to these individuals.

With exception of the PTA sub-group, copies of the instrument were distributed to the entire population of each group to be surveyed. In the case of the PTA a sample of 300 was randomly selected from the total population of 900.

Based on standard statistical procedures, the likelihood that the responses of this sample would differ significantly from the responses of the total group was less than 5 percent (p. 05).

The following tabulation identifies the numbers and percentages of responses in relation to the sample population.

TABLE 1

Position	Sample Population		Responses	
	Number	Percent	Number	Percent of Respondents **
City Commissioner/Mayor	393	26.7	76	23.0
County Commissioner	285	19.3	25	7.6
Legislature	160	10.9	38	11.5
School Board Member	279	19.0	83	25.2
Superintendent	53	3.6	15	4.6
PTA official	300	20.4	35	10.6
Others*			58	18.0
	1470	100.0%	330	100.0%

* In certain instances responses were submitted by staff members associated with those policy leaders to whom the survey was sent.

** Percent is based on total responses (330)

Reference to Figures 2-8 in Appendix B reveals the distribution of the 330 responses with respect to selected characteristics. The majority of respondents are male (67.6 percent). Over 50 percent are in the 30-50 years age range. City Commissioners and school board members each represent approximately one-quarter of the respondents' positions. Nearly two-thirds of all respondents have been in their positions from one to five years. The majority indicated that their formal level of education included more than four years of college, while only four respondents out of 330 (1.2 percent) reported less than a high school education. More than 40 percent of all respondents identified their type of constituency as being "small city or town." Most of those who returned the questionnaire were residents of Regions 4 and 5.

The typical respondent can be described as being either a male city commissioner or a school board member from a small city/town in Region 4 or 5, 30-50 years of age, who has been in his position from one to five years and has more than four years of college.

It should be noted that this survey constituted an exploratory field study and, as such, had certain limitations. Responses from which conclusions were drawn were self-selected, meaning that only those who chose to respond did so. There may, therefore, have been some form of uncontrolled bias in the results. No attempts were made for follow-up responses.

The data collected was self-report data. This means the data were subject to contamination by such factors as individual motivations, perceptions and interpretation of the survey items. As noted in the unstructured comments submitted by some respondents, the questions were at times ambiguous.

Information on the demographic and personal characteris ics was not collected on the total sample population. Therefore, it is not possible to generalize conclusions from the 22 percent response rate to the larger population.

In spite of these considerations the study met its objectives of surveying policy leaders throughout the state in order to determine their attitudes and perceptions toward community education. The data collected form a valuable basis for considering related areas of interest and concern. The data base is available at the Florida Department of Education, Adult and Community Education Section.

FINDINGS

The first consideration of the Advisory Council was to identify policy leaders' attitudes toward the dimensions of community education in public schools. The survey items relating to this were clustered into five areas: (1) mission of schools, (2) program content, (3) use of facilities, (4) community participation, and (5) interagency coordination. The results of the survey indicated that in general respondents have a positive attitude toward schools functioning as centers providing community education types of service for the populace. Appendix C identifies the total number and percent of responses to each item. Appendix D identifies these responses according to respondents' positions.

The findings further revealed that over 50 percent of all respondents perceive public schools in their communities as meeting community education needs. Tables identifying these responses according to respondents' positions are found in Appendix E.

The majority of respondents, over 80 percent, indicate moderate to high knowledge regarding community education goals, community education in Florida and in their local communities. Tables identifying these responses according to respondents' positions are found in Appendix F.

The findings of this exploratory study are presented as responses to questions which relate to the purposes of the study.

Findings relating to respondents' attitudes toward various dimensions of community education

1. SHOULD COMMUNITY EDUCATION FUNCTIONS BE A PART OF PUBLIC SCHOOLS?

- In general, respondents felt that most community education functions should be a part of the public schools.
- Over 75 percent of respondents supported the ideas that (1) schools should coordinate their efforts with other community agencies in joint support of educational activities and (2) public schools should serve as multipurpose community centers.
- School superintendents and PTA officials most highly agreed that schools ought to be oriented toward the community education goal of sharing resources (facilities, staff, funds), referring persons to appropriate agencies for service and acting as community multipurpose centers.
- The majority of respondents disagreed that schools should act as information centers on local problems.

2. IS THERE SUPPORT FOR EXPANDING THE SCHOOL CURRICULUM BEYOND THE TRADITIONAL K-12 PROGRAM CONTENT?

- There was strong support for expanding the school curriculum for children and including programs for adults.
- Respondents indicated very strong support for offering adult programs in reading, job retraining, leisure activities and home economics.
- Over 83 percent of respondents felt that the curriculum for elementary and secondary school students should include cultural and fine arts programs.
- The strongest support for expanding courses offered by public schools beyond traditional programs came from school superintendents and PTA officials.

3. DO COMMUNITY ORGANIZATIONS HAVE THE RIGHT TO USE SCHOOL FACILITIES?

- All the respondents except school board members strongly supported the idea that community agencies should make use of school facilities in order to strengthen and expand availability of all services to the community.

- The majority of all respondents agreed that schools should be used throughout the year.

- There was less support for encouraging the use of school facilities at no charge to local residents, particularly by school board members and city commissioners.

4. SHOULD MEMBERS OF THE COMMUNITY BE INVOLVED IN EDUCATIONAL PROGRAM DEVELOPMENT?

- Overall, respondents indicated the highest positive attitudes of the survey in this area of supporting community participation in the public schools.

- Over 93 percent of all respondents highly supported involving community members as resources in special programs and school activities.

- Over 50 percent of all respondents encouraged the idea of creating an advisory council for each school in order to help design and develop educational programs and activities for local schools.

5. TO WHAT EXTENT SHOULD THERE BE COORDINATION BETWEEN SCHOOL AND OTHER COMMUNITY AGENCIES?

- Respondents generally supported coordination of efforts between schools and local agencies.

- Over 80 percent of school superintendents and county commissioners felt it was important to cooperate with other government agencies to provide social or health services to elementary and secondary school students.

- More than 70 percent of all respondents indicated that schools should provide services to people over 18 when they were referred by other agencies for educational activities.

- The majority of all respondents except school board members indicated support for sharing resources (facilities, staff, funds) with other local agencies for the purpose of addressing social problems.

- The highest disagreement on interagency coordination came from city commissioners/mayors.

Findings relating to respondents' perceptions as to whether schools are meeting needs include...

6. ARE SCHOOLS MEETING THE NEEDS OF CHILDREN?

- One hundred percent of school superintendents agree that schools are meeting the needs of children.
- Over 50 percent of city commissioners/mayors, school board members and PTA officials support this item.
- County Commissioners and legislators indicated that schools were not meeting the needs of children.

7. ARE SCHOOLS MEETING THE NEEDS OF ADULTS?

- The strongest agreement on this came from school superintendents (93.3 percent).
- Over 50 percent of school board members, county commissioners, and PTA officials support the idea that schools are meeting the needs of adults.
- Less than 50 percent of city commissioners/mayors and legislators felt that schools were meeting these needs.

8. ARE SCHOOLS MEETING COMMUNITY NEEDS?

- Over 50 percent of respondents from each positions classification except city commissioners/mayors felt that public schools in their communities are functioning as "community schools."

Findings relating to respondents' level of knowledge about community education include...

9. TO WHAT EXTENT DO POLICY LEADERS INDICATE KNOWLEDGE OF THE GOALS OF COMMUNITY EDUCATION?

- School board members indicated the highest knowledge of goals of community education (58.6 percent).
- The majority of each population group claimed a moderate to high knowledge in this area.
- Only 4.9 percent of respondents indicated a low knowledge of the goals of community education.

10. HOW DO THEY RESPOND ABOUT KNOWLEDGE OF COMMUNITY EDUCATION IN FLORIDA?

- A total of 84.2 percent of all respondents indicated a moderate to high knowledge in this area.
- PTA officials responded most frequently that their knowledge of community education in Florida is low (22.9 percent).
- The highest knowledge was indicated by school superintendents (66.7 percent).

11. WHAT ABOUT POLICY LEADERS KNOWLEDGE OF LOCAL COMMUNITY EDUCATION PROGRAMS?

- More than 88 percent of all respondents feel that their knowledge of local community education programs is either moderate (46.7 percent) or high (42.1 percent).
- Superintendents pointed to the highest knowledge in this area.
- Both PTA officials and legislators indicated the lowest knowledge of local community education programs (over 8 percent of each group).

Findings relating to the relationship between respondents' level of knowledge about community education and their attitudes...

12. ARE ATTITUDES TOWARD COMMUNITY EDUCATION RELATED TO LEVEL OF KNOWLEDGE ABOUT IT?

- Statistical analysis of the responses revealed that there is no significant relationship between high, moderate or low knowledge about community education and respondents' attitudes toward community education.

RECOMMENDATIONS

The overall results of this study indicate favorable and supportive attitudes of those surveyed toward community education. However, the study further showed that Florida's community education goals may be more effectively met. Therefore, the State Advisory Council on Adult and Community Educations recommends:

1. that there be organized efforts to increase awareness and understanding of community education and its goals among policy leaders;

2. that there be an emphasis on increasing communication between educators involved with community education and those policy leaders who have indicated supportive attitudes toward community education;

3. that community educators include broad base community involvement in planning activities and enlist support of superintendents and PTA officials as those most in agreement with community education types of activities;

4. that support be given to the recommendations made in the 1979 report of The Governor's Task Force on Community Schools which calls for the development of a public awareness campaign on community education. It should be designed to:

    a. Eliminate unnecessary duplication of service.
    b. Capitalize on existing resources.
    c. Provide for more effective, efficient and immediate client services.
    d. Eliminate inter- and intra-governmental rivalries.
    e. Improve inter- and intra-agency communication.
    f. Identify available funding sources.

5. that state and local community education practitioners should proceed to fill the gap between existing practices and those which respondents perceive as exemplary practices.

6. that continued communication between the Advisory Council and those surveyed be fostered to discuss the results of this survey, establish inter-group linkages and map out a strategy whereby changes in community education would be supported at state and local levels.

To: Community Leaders

APPENDIX A

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

Re: State Advisory Council on Adult and Community Education Survey

We are conducting a statewide survey concerning the role of public schools in Florida.

As an individual in a position of leadership you will contribute significantly to the success and accuracy of the study by responding to this brief questionnaire. Please take a few minutes to answer the questions below. When you have finished, refold the form so that the return address is visible and mail. No postage is necessary.

Thank you for your help.

Sincerely,

Ralph Turlington
Commissioner of Education

SECTION 1. Below are a number of statements about public schools. Please indicate how important you believe it is for public schools to engage in the following actions by circling the appropriate response at the right of each statement. Please do not sign this questionnaire.

IT IS IMPORTANT FOR SCHOOLS IN MY COMMUNITY TO:	Strongly Disagree	Disagree	Agree	Strongly Agree	No opinion
1. Utilize school buildings throughout the year.	1	2	3	4	5
2. Participate in joint support (facilities, staff, funds) of educational activities with other agencies.	1	2	3	4	5
3. Offer a program to help adults improve their reading.	1	2	3	4	5
4. Expand learning chances by using other available community facilities for educational purposes.	1	2	3	4	5
5. Provide such adult education programs as job retraining, leisure time activities, and home economics.	1	2	3	4	5
6. Encourage the participation of all local residents in school activities.	1	2	3	4	5
7. Initiate civic projects where there currently are none.	1	2	3	4	5
8. Involve community members as resources in special programs.	1	2	3	4	5
9. Provide service to people over 18 when another government agency refers them for educational activities.	1	2	3	4	5
10. Offer cultural and fine arts programs for adults.	1	2	3	4	5
11. Start and, if necessary, operate a service designed to refer students and other community members to needed social and health services.	1	2	3	4	5
12. Have an advisory council for each school made up of local citizens to help design educational programs and activities for our community.	1	2	3	4	5
13. Encourage the use of school facilities at no charge to local residents.	1	2	3	4	5
14. Cooperate with other government agencies to provide social or health services to elementary and secondary school students.	1	2	3	4	5
15. Serve as multi-purpose community centers.	1	2	3	4	5
16. Encourage the use of school facilities by other community agencies in order to expand the availability of their services.	1	2	3	4	5
17. Share resources (facilities, staff, funds) with other local agencies for the purpose of addressing social problems.	1	2	3	4	5
18. Offer programs to local residents on such social problems as V.D., alcoholism, and drug abuse.	1	2	3	4	5
19. Offer cultural and fine arts programs to elementary and secondary school students.	1	2	3	4	5
20. Act as information centers on local problems.	1	2	3	4	5

SECTION 2. Please use the same scale as in items 1-20 to respond to these questions about your local schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
21. The public schools in my community are meeting the educational needs of children.	1	2	3	4	5
22. The public schools in my community are meeting the educational needs of adults.	1	2	3	4	5
23. The public schools in my community are "community" schools.	1	2	3	4	5

	Low	Moderate	High
24. I would rate my knowledge about the goals of community education as:	1	2	3
25. I would rate my knowledge of community education in Florida as:	1	2	3
26. I would rate my knowledge of current community education programs in my area as:	1	2	3

27. The last material regarding community education I have read is: _____

SECTION 3. The questions in this section are designed to provide information about the population being surveyed. Please circle the appropriate response.

28. Presently I am serving as a: 1) City Commissioner 2) County Commissioner 3) Legislator 4) School Board Member 5) Superintendent 6) PTA Official 7) Other_____

29. I have been in my current position _____years.

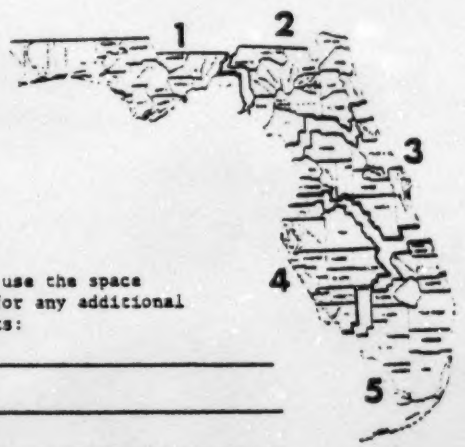
30. The demographic status of the majority of constituents is:
1) rural 2) small city or town 3) suburban 4) urban

31. My sex is: 1) male 2) female

32. My age is:
1) under 30 2) 30-40 3) 41-50 4) 51-60 5) over 60

33. My level of formal education is:
1) less than high school graduate
2) high school graduate or GED
3) two years of college
4) four years of college
5) more than four years of college

34. The region of the State I live in is:
1
2
3
4
5



35. Please use the space below for any additional comments:

_____

_____

_____

_____

_____

Please return this survey by October 10, 1979. Fold and staple the form so that the return address below is visible.

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APPENDIX B

THE INFORMATION PRESENTED HERE CHARACTERIZES THE RESPONDENTS ACCORDING TO SEVEN DESCRIPTORS: SEX, AGE, POSITION, YEARS IN POSITION, FORMAL EDUCATION, TYPE OF CONSTITUENCY AND REGION.

TABLE 2: SEX

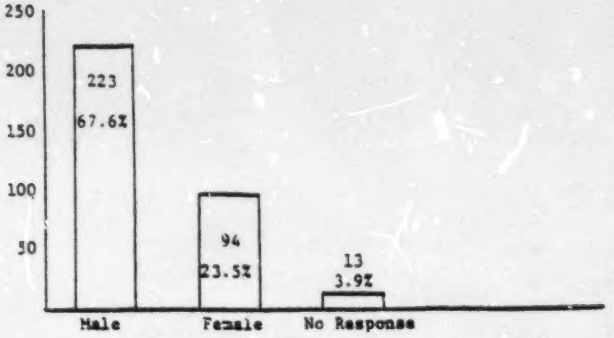


TABLE 3: AGE

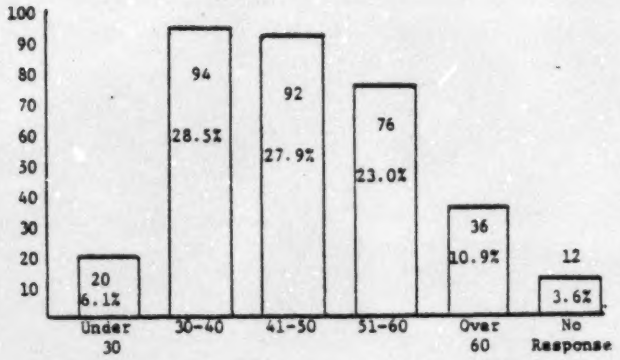


TABLE 4: POSITION

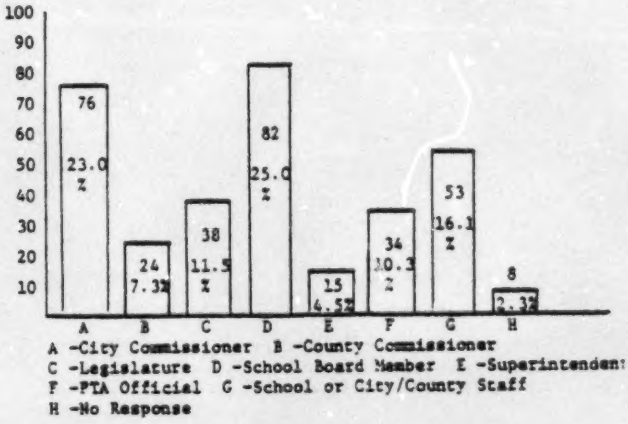


TABLE 5: YEARS IN POSITION

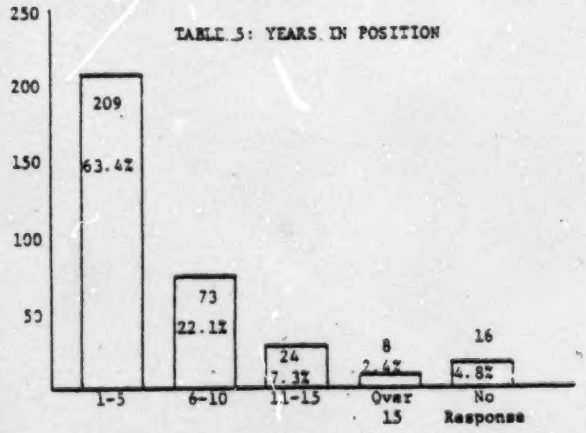


TABLE 6: FORMAL EDUCATION

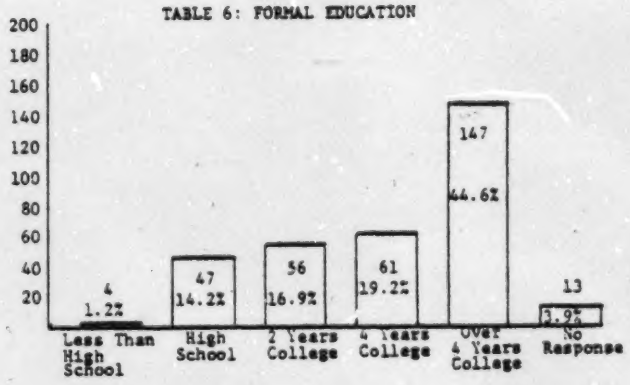


TABLE 7: TYPE OF CONSTITUENCY

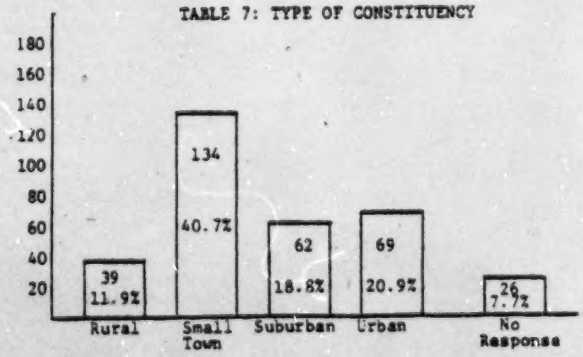
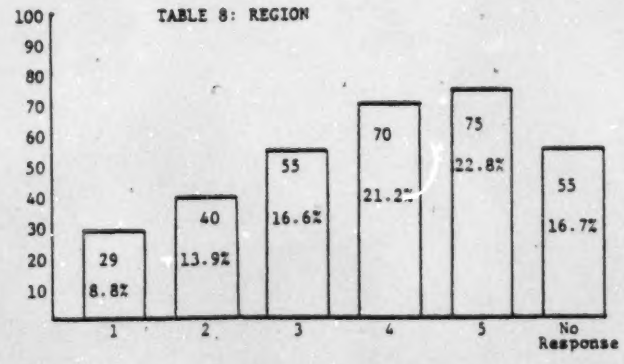


TABLE 8: REGION



RESPONDENTS' PERCEPTIONS OF WHAT SCHOOLS SHOULD PROVIDE

APPENDIX C

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	NO OPINION/ NO RESPONSE
MISSION OF SCHOOLS					
2. Participate in joint support (facilities, staff, funds) of educational activities with other agencies.	15 (4.5)	27 (8.1)	139 (42.1)	123 (37.2)	26 (7.8)
11. Start and, if necessary, operate a service designed to refer students and other community members to needed social and health services.	27 (8.1)	81 (24.5)	128 (38.7)	68 (20.6)	26 (7.8)
15. Serve as multi-purpose community centers	13 (3.9)	44 (13.3)	149 (45.1)	102 (30.9)	22 (6.6)
20. Act as information centers on local problems.	41 (12.4)	115 (34.8)	92 (27.8)	50 (15.1)	32 (9.6)
PROGRAM CONTENT					
3. Offer a program to help adults improve their reading.	4 (1.2)	14 (4.2)	130 (39.3)	167 (50.6)	15 (4.5)
5. Provide such adult education programs as job retraining, leisure time activities and home economics.	13 (3.9)	38 (11.5)	148 (44.8	111 (33.6)	20 (6.0)
7. Initiate civic projects where there currently are none.	19 (5.7)	57 (17.2)	148 (44.8)	68 (20.6)	38 (11.5)
10. Offer cultural and fine arts programs for adults.	17 (5.1)	63 (19.0)	145 (43.9)	75 (22.7)	30 (9.0)
18. Offer programs to local residents on such social problems as V.D., alcoholism and drug abuse.	19 (5.7)	65 (19.6)	130 (39.3)	98 (29.6)	18 (5.4)
19. Offer cultural and fine arts programs to elementary and secondary school students.	6 (1.8)	26 (7.8)	157 (47.5)	119 (36.0)	22 (6.6)
USE OF FACILITIES:					
1. Utilize school buildings throughout the year.	9 (2.7)	32 (9.6)	115 (34.8)	160 (48.4)	14 (4.2)
4. Expand learning chances by using other available community facilities for educational purposes.	2 (.6)	16 (4.8)	138 (41.8)	159 (48.1)	15 (4.5)
13. Encourage the use of school facilities at no charge to local residents.	25 (7.5)	93 (28.1)	110 (33.3)	80 (24.2)	22 (6.6)
16. Encourage the use of school facilities by other community agencies in order to expand the availability of their services.	14 (4.2)	57 (17.2)	149 (45.1)	89 (26.9)	21 (6.3)
COMMUNITY PARTICIPATION:					
6. Encourage the participation of all local residents in school activities.	5 (1.5)	20 (6.0)	117 (35.4)	169 (51.2)	19 (5.7)
8. Involve community members as resources in special programs.	2 (0.6)	4 (1.2)	144 (43.6)	164 (49.6)	16 (4.8)
12. Have an advisory council for each school made up of local citizens to help design educational programs and activities for the community.	11 (3.3)	46 (13.9)	148 (44.8)	103 (31.2)	22 (6.6)
INTERAGENCY COORDINATION:					
9. Provide service to people over 18 when another agency refers them for educational activities.	12 (3.6)	51 (15.4)	152 (46.0)	80 (24.2)	35 (10.6)
14. Cooperate with other government agencies to provide social or health services to elementary and secondary school students.	16 (4.8)	31 (9.3)	157 (47.5)	108 (32.7)	18 (5.4)
17. Share resources (facilities, staff, funds) with other local agencies for the purpose of addressing social problems.	32 (9.6)	69 (20.9)	142 (43.0)	53 (16.0)	34 (10.3)

APPENDIX D

PERCEPTIONS OF WHAT SCHOOLS SHOULD PROVIDE ACCORDING TO RESPONDENTS' POSITIONS

Mission of Schools

(Items: 2, 11, 15, 20)

SAMPLE POPULATION — TOTAL FREQUENCY OF RESPONSES

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Commissioner/Mayor	24	8.3	71	25.0	35	40.0	65	23.0	14	5.0
County Commissioner	3	3.0	24	24.2	33	33.3	34	34.3	5	5.1
Legislators	10	7.3	38	28.0	58	42.3	36	26.3	5	4.0
School Board Member	34	10.3	80	24.2	127	39.0	78	24.0	11	3.3
Superintendent	3	5.1	10	17.0	26	44.1	18	31.0	2	3.4
PTA Official	5	3.6	19	13.6	72	51.4	34	24.3	10	7.1
Others	17	8.0	25	12.0	78	36.3	78	36.3	17	8.0
School Staff City/County Staff										

* No Responses = 121 = 9.2%

Program Content

(Items: 3, 5, 7, 10, 18, 19)

SAMPLE POPULATION — TOTAL FREQUENCY OF RESPONSES

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Commissioner/Mayor	21	5.9	76	21.2	216	60.3	106	29.6	12	3.3
County Commissioner	9	7.3	17	14.0	71	57.3	39	31.5	13	10.5
Legislators	8	3.6	34	15.2	95	42.4	76	34.0	10	4.5
School Board Member	27	5.4	73	15.0	211	43.0	168	33.9	17	3.4
Superintendent	1	1.1	9	10.1	46	51.7	31	35.0	2	2.2
PTA Official	1	.5	20		97	10.0	83	40.0	9	4.3
Others	11	4.1	33	12.2	122	45.2	135	50.0	23	9.0
School Staff City/County Staff										

* No Response = 58 = 3%

APPENDIX D
(Continued)

Use of Facilities

(Items: 1, 4, 13, 16)

SAMPLE POPULATION — TOTAL FREQUENCY OF RESPONSES

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Commissioner/Mayor	12	4.2	45	16.0	129	45.0	97	34.0	5	2.0
County Commissioner	0	-	12	12.0	33	33.0	53	53.0	2	2.0
Legislators	1	.7	21	14.3	60	41.0	61	41.5	4	3.0
School Board Member	26	8.0	72	22.0	97	29.5	106	32.2	6	2.0
Superintendent	3	.5.0	13	22.0	20	33.3	22	37.0	2	3.3
PTA Official	3	2.1	14	10.0	69	49.3	49	35.0	5	3.6
Others	5	2.3	21	9.8	82	38.1	100	47.0	7	3.3
School Staff City/County Staff										

* No Responses = 63 = 4.8%

Community Participation

(Items: 6, 8, 12)

SAMPLE POPULATION — TOTAL FREQUENCY OF RESPONSES

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Commissioner/Mayor	5	2.3	15	7.0	114	53.0	78	36.1	4	1.9
County Commissioner	0	-	3	4.0	33	44.0	35	47.0	4	5.3
Legislators	1	.9	11	9.7	50	43.9	49	43.0	3	2.6
School Board Member	7	2.9	21	8.5	99	40.2	117	47.6	2	.8
Superintendent	0	-	6	13.6	17	38.6	20	45.5	1	2.3
PTA Official	2	2.0	4	3.8	33	31.4	62	59.0	4	3.8
Others	3	1.9	10	6.2	63	38.9	75	46.3	11	6.8
School Staff City/County Staff										

* No Responses = 28 = 3%

APPRENDIX D
(Continued)

Interagency Coordination

(Items: 9, 14, 17)

SAMPLE POPULATION — TOTAL FREQUENCY OF RESPONSES

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Commissioner/Mayor	15	7.0	52	24.4	103	48.4	35	16.4	8	3.8
County Commissioner	1	1.3	7	9.3	40	53.3	24	32.0	3	4.0
Legislators	7	6.4	17	15.6	44	40.4	35	32.1	6	5.5
School Board Member	23	9.2	50	20.1	105	42.2	60	24.1	11	4.4
Superintendent	1	2.3	6	14.0	25	57.0	11	25.0	1	2.3
PTA Official	4	3.9	11	10.7	53	51.5	28	27.2	8	7.8
Others	9	5.6	8	5.0	81	50.3	48	30.0	15	9.3
School Staff City/County Staff										

* No Responses = 35 = 3.5%

APPENDIX E

RESPONDENTS' PERCEPTIONS AS TO WHETHER SCHOOLS ARE MEETING NEEDS

SCHOOLS MEETING CHILDRENS' NEEDS

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion		Total *
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
City Commissioner/Mayor	11	15.3	19	26.4	31	43.1	6	8.3	5	6.9	72
County Commissioner	2	8.0	11	44.0	11	44.0	-	-	1	4.0	25
Legislator	5	13.5	16	43.2	12	38.4	3	8.1	1	2.7	37
School Board Member	1	1.2	9	10.8	54	65.1	19	22.9	-	-	83
Superintendent	-	-	-	-	5	33.0	10	67.0	-	-	15
P.T.A. Official	2	5.7	11	31.4	18	51.4	4	11.4	-	-	35
Others:											
School Staff City/County Staff	3	7.3	20	37.7	20	37.7	7	13.2	3	5.7	53
TOTAL FREQUENCY:	24	7.3	86	26.1	151	45.8	49	14.9	10	3.0	320
GRAND TOTAL:											330

* No Response = 10 = (3.0%)

SCHOOLS MEETING ADULTS' NEEDS

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion		Total *
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
City Commissioner/Mayor	3	4.2	23	31.9	30	41.7	5	6.9	11	15.2	72
County Commissioner	1	4.0	5	20.0	14	56.0	1	4.0	4	16.0	25
Legislator	4	10.8	14	37.8	16	43.2	2	5.4	1	2.7	37
School Board Member	2	2.4	18	21.7	50	60.2	8	9.6	5	6.0	83
Superintendent	-	-	-	-	9	60.0	5	33.3	1	6.7	15
P.T.A. Official	3	8.8	7	20.6	18	52.9	1	2.9	5	14.7	34
Others:											
School Staff City/County Staff	2	3.8	15	28.3	21	39.6	9	17.0	6	11.3	53
TOTAL FREQUENCY	15	4.6	82	24.9	158	47.9	31	9.4	33	10.0	319
GRAND TOTAL											330

* No Response = 11 = (3.3%)

APPENDIX E
(Continued)

SCHOOLS MEETING COMMUNITY NEEDS

	Strongly Disagree		Disagree		Agree		Strongly Agree		No Opinion		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
City Commissioner/Mayor	11	15.9	22	31.0	27	38.0	4	5.6	7	9.9	71
County Commissioner	-	-	9	36	14	56.0	1	4.0	1	4.0	25
Legislator	4	10.8	9	24.3	15	40.5	5	13.5	4	10.8	37
School Board Member	4	5.0	24	30.0	38	47.5	13	16.3	1	1.3	80
Superintendent	-	-	1	6.7	9	60.0	5	33.3	-	-	15
P.T.A. Official	4	11.8	8	23.5	20	58.8	2	5.9	-	-	34
Others:											
School Staff City/County Staff	3	6.4	13	27.7	20	42.6	2	14.9	4	8.5	47
TOTAL FREQUENCY:	26	7.9	86	26.1	143	43.3	37	11.2	17	5.2	309
GRAND TOTAL											330

*No Response = 21 = (6.4%)

APPENDIX F

RESPONDENTS LEVEL OF KNOWLEDGE ABOUT COMMUNITY EDUCATION

KNOWLEDGE OF GOALS OF COMMUNITY EDUCATION							
	LOW		MODERATE		HIGH		TOTAL *
	NO.	%	NO.	%	NO.	%	%
City Commissioner/Mayor	3	4.2	41	57.8	27	38.0	71
County Commissioner	-	-	16	64.0	9	36.0	25
Legislator	2	5.4	22	59.5	13	35.1	37
School Board Member	4	4.9	30	36.6	48	58.6	82
Superintendent	-	-	4	26.7	11	73.3	15
P.T.A. Official	2	5.7	27	77.1	6	17.4	35
Others:							
School Staff City/County Staff	5	9.3	25	46.3	24	44.4	54
TOTAL FREQUENCY GRAND TOTAL	16	4.9	165	50.0	138	41.8	319 330

*No Response = 11 = (3.3%)

KNOWLEDGE OF COMMUNITY EDUCATION IN FLORIDA							
	LOW		MODERATE		HIGH		TOTAL *
	NO.	%	NO.	%	NO.	%	%
City Commissioner/Mayor	8	11.4	46	65.7	16	22.9	70
County Commissioner	-	-	18	7.2	7	28.0	25
Legislator	4	10.8	22	59.5	11	29.7	37
School Board Member	8	9.8	47	57.3	27	32.9	82
Superintendent	1	6.7	4	26.7	10	66.7	15
P.T.A. Official	8	22.9	19	54.3	8	22.9	35
Others:							
School Staff City/County Staff	8	14.8	28	51.9	18	33.3	54
TOTAL FREQUENCY: GRAND TOTAL	37	11.2	184	55.8	97	29.4	318 330

* No Response = 12 = (3.6%)

APPENDIX F
(Continued)

KNOWLEDGE OF LOCAL COMMUNITY EDUCATION PROGRAMS

	LOW		MODERATE		HIGH		TOTAL *
	NO.	%	NO.	%	NO.	%	%
City Commissioner/Mayor	4	5.7	43	61.4	23	32.9	70
County Commissioner	-	-	15	62.5	9	37.5	24
Legislator	3	8.1	21	56.8	13	35.1	37
School Board Member	3	3.7	26	32.1	52	64.2	81
Superintendent	1	7.1	3	21.4	10	71.4	14
P.T.A. Official	3	8.6	21	60.0	11	31.4	35
Others:							
School Staff City/County Staff	6	11.5	25	48.1	21	40.4	52
TOTAL FREQUENCY	20	6.1	154	46.7	139	42.1	313
GRAND TOTAL							330

* No Response= 17 = (5.2%)

APPENDIX G

RESPONDENTS' UNSTRUCTURED COMMENTS

Survey Item 35 allowed for any additional comments that respondents wished to make. A total of 96 respondents from the following population took advantage of this opportunity: 26 City Commissioners/Mayors, 7 County Commissioners, 11 Legislators, 28 School Board Members, 5 Superintendents, 9 PTA Officials, and 10 Others.

The majority of the comments related to two particular topics: (1) focus of schools on teaching basic subjects (identified by 27 respondents) and, (2) increase of state funds to expand community education programs (identified by 15 respondents).

Other general areas commented on, listed in priority order, include:

(1) to provide more programs to solve community problems and meet the community's desire for programs (7 comments);

(2) to support adult and community education through the community colleges (5 comments);

(3) to avoid duplication of services with existing social service agencies (4 comments);

(4) to improve the quality of programming for youth (4 comments);

(5) to define the terms used in the questionnaire (3 comments);

(6) to use the facilities for all community activities (3 comments);

(7) to provide more skill training in the schools (3 comments);

(8) to build more schools (3 comments);

(9) to increase community involvement and pride, thus decreasing vandalism in the schools (3 comments)

(10) to offer more extra-curricular programs for youth and less for adults (2 comments);

(11) to charge adults for their participation in educational programs (1 comment);

(12) to decrease the administrative responsibilities of teachers so they have more time for students (1 comment);

(13) to develop public relations so the community knows about the good work the schools are doing (1 comment).